



Arizona Department of Education

**Five Year Strategic Plan
FY 2015-2019**

John Huppenthal
Superintendent of Public Instruction

Statement from Superintendent John Huppenthal

The Arizona Department of Education supports an adequately funded, world-class education system that embraces and supports students of all abilities and backgrounds to become Arizona's college and career ready graduates who:

- *Demonstrate strong literacy and numeracy skills*—it is not good enough in this day and age to be proficient using current performance standards and expectations; our graduates must demonstrate higher comprehension and application of skills.
- *Speak multiple languages*—a graduate ready to compete in the new world economy must demonstrate communications skills in multiple ways.
- *Exhibit artistic skills*—a well-balanced education includes exposure to and appreciation of the arts, enhancing the ability to connect with science and technology.
- *Understand the need for, and exhibit, a healthy lifestyle*—ensure every student is exposed to daily physical activity and opportunities to learn life-long, health-enhancing behaviors, and given knowledge for establishing and maintaining a healthy lifestyle to ensure sound body and mind.
- *Utilize technology appropriately*—the world of technology is changing rapidly; every graduate must be exposed to current technologies and know how to apply technology throughout life.
- *Articulate career skills for their future*—the most successful students have a clear direction for post-secondary education and careers; we must help provide opportunities and encouragement for all students to develop and implement strategies for their future success.
- *Achieve National Assessment of Educational Progress (NAEP) test scores that rank Arizona among the top ten states in gains on NAEP tests over the next five years*—it is not enough to graduate; to thrive in world markets, our students must be among the most knowledgeable, analytical, and critical thinkers in the world.
- *Are civic-minded*—ready to participate and lead in a democratic society.
- *Demonstrate high competence*—able to succeed in the workforce and/or post-secondary education without the need for remediation.

To help schools achieve these types of graduates, we commit ourselves to:

- I. Supporting schools to **ensure higher student achievement** through innovations in technology, accountability systems, incentive systems, and supportive services;
- II. **Providing efficient & effective services** that alleviate administrative burdens and costs;
- III. Listening to educators, parents, and students to meet their needs through the **delivery of outstanding services**; and,
- IV. Making **ADE a place where staff is empowered** to help schools and their students achieve their highest potential.

We believe that implementing this plan in partnership with education, business, and community stakeholders will help us achieve our mission: to serve Arizona's education community, ensuring every student has access to an excellent education."

John Huppenthal, Superintendent of Public Instruction

September 1, 2013

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Arizona Department of Education

The Arizona Department of Education (ADE) is administered by the Superintendent of Public Instruction, an elected position pursuant to the Arizona State Constitution. The Superintendent, in conjunction with the State Board of Education, leads the State in developing and implementing educational guidelines and standards. Through various programs within the Department, the Superintendent oversees direct services to 237 locally governed school districts, including 13 vocational districts and 9 accommodation districts. The Superintendent, in conjunction with the State Board for Charter Schools, oversees 422 charters. The Department executes the educational guidelines through evaluation, training, school improvement assistance, dissemination of information, and administration and allocation of funds. The Department also serves as the primary source for information on the status and needs of the public school system.

This is a “living” document that will guide our focus and activities. As such, some objectives and expected results will be subject to change as information and events unfold. Objectives and measures aligned to drive achievement have also been developed in Units, Sections, and Divisions throughout ADE.

Mission

*To serve Arizona’s education community,
ensuring every student has access to an excellent education*

Values

- **Integrity:** honesty, transparency, highly ethical behavior
- **Respect:** be courteous and considerate, value others
- **Help each other succeed:** collaborate, support others, inspire accomplishment
- **Dedication to excellence:** high standards, high expectations, great results
- **Efficiency:** minimize waste of time, effort, and resources
- **Continuous improvement:** always learn, always innovate, always improve
- **Customer focused:** understand needs, deliver quality service, exceed expectations
- **Effective communication:** share information, actively listen, ensure understanding

Strategic Issues

(“Strategic Issues” are also termed “Key Result Areas” in ADE planning documents and are the identified areas of focus for the Agency under which all goals and objectives are aligned.)

- **Increase Student Achievement**
- **Strengthen Customer Relationships**
- **Enhance Process Efficiency and Effectiveness**
- **Build a Great Place to Work**

Strategic Issue #1 Increase Student Achievement

To develop and sustain great schools, excellent teachers and successful students in Arizona, we've defined ambitious goals, focused on achieving breakthrough-levels of academic gain. They include: innovative, redesigned

classrooms; transformative schools; applied best practices; implementation of Arizona's College & Career Ready Standards (AZCCRS); measuring teacher and student satisfaction; and accountability for performance gains.

Goals:

1. **Increase the percent of graduating students determined to be college and career ready from 7% in FY 2011 to at least 50% by FY 2018.**
2. **In 2019, achieve the following targets for the percent of students scoring at or above basic scores in National Assessment of Educational Progress (NAEP) 4th and 8th grade assessments:**

a. 4 th grade Reading: 75%	4 th grade Math: 88%
b. 8 th grade Reading: 85%	8 th grade Math: 84%
3. **By 2019, increase the percent of students graduating high school in four years from 78% in 2012 to 88%.**

Objectives/Strategies:

1. Provide training and resources for all grades to effectively implement Arizona's College & Career Ready Standards (AZCCRS) by July 1, 2015, such that:
 - a. By July 1, 2015, at least 95% of teachers will report teaching AZCCRS in their classrooms.
 - b. By July 1, 2015, gather data in order to establish a baseline by October, 2015, of the percent of students meeting or exceeding AZCCRS, as measured by the new assessment aligned to AZCCRS.
2. Provide resources and guidance to districts and charters for full implementation of the educator evaluation framework by 2015.
 - a. By July 1, 2015, increase the percent of highly effective teachers and principals, as reported in teacher and principal evaluation data submitted by districts and charters, showing percentage of highly effective, effective, developing, and ineffective.
3. By 2015, increase pertinent information available to help school teachers and administrators improve student outcomes by implementing a student satisfaction survey developed through research of applied best practices.
4. By 2015, increase pertinent information available to help school teachers and administrators improve student outcomes by gathering and reporting on data submitted by districts and charters on teacher job satisfaction at the school district level.
5. By September 30, 2015, establish a baseline of performance on restructured school improvement approaches to reduce the number of failing and low-performing schools in future years, while raising the performance of existing failing schools.
6. By July 1, 2015, gather data to establish a baseline by October, 2015, of the percent of students achieving proficient or above ratings in reading by third grade.
7. From among LEA/Districts who offer CTE programs, increase the number of LEA/Districts that articulate any CTE program and grant academic credit for embedded Math, Science, or ELA to meet a graduation requirement, from 28 to 35, by July 1, 2015.
8. By July 1, 2015, develop a system for LEAs to offer third-party assessments, and submit student data from these assessments to ADE/CTE in eight (8) different CTE programs.

9. Increase each year the percent of adult education students successfully achieving their educational goals, from the baseline established by 2016 for the new, more difficult test aligned to AZCCRS.
10. Identify and assist 10 schools in the bottom 20% of ELA and Mathematics proficiency, as measured by the required statewide assessment, and implement blended learning models such that the expected proficiency for these schools will be 10 points above state average for the schools in the bottom 20% of proficiency for ELA and Mathematics at the end of the third year of implementation of the blended learning model.

Strategic Issue #2 Strengthen Customer Relationships

We exist to serve our customers. Our mission, "To serve Arizona's education community, ensuring every student has access to an excellent education", is our filter for every action, goal, and idea. Accordingly, our emphasis will be in strengthening relationships with parents, education, business, and community partners. In

all relationships, our focus will be on providing value-added services, evaluating satisfaction from the customers' perspective. Our desire is to be regarded as competent, compassionate, professional allies; value-added contributors in the collective effort to provide every student access to an excellent education.

Goals:

1. **Achieve a net top box (percent rating "Poor" subtracted from percent rating "Outstanding") external customer rating of 30% on overall customer satisfaction with ADE by 2019 (from -13.7% in 2011, 1.1% in 2012, and 22.88%* in 2013).** (*See yellow highlighted portion in ***** at bottom of page 9)

Objectives/Strategies:

- a. By June 30, 2015, increase to at least 22 the number of ADE programs achieving net top box rating of "Outstanding" on annual external customer surveys.
- b. Improve customer satisfaction rating with Information Technology services from 2.39 in 2011 to 3.75 in 2015. (Achieved 3.56 rating in 2012, 3.59 in 2013.)
- c. By July 1, 2015, increase external customer satisfaction ratings on timely receipt of information, based on improvements to accuracy of master email list.

Strategic Issue #3: Enhance Process Efficiency and Effectiveness

ADE recognizes the importance of a systematic approach to design, deliver, and evaluate services and products that add value from a customer perspective. To that end, we have made an organizational commitment to improve the efficiency and effectiveness of processes and procedures, to minimize redundancy and burden on the field. Our approach will include

cross-functional and Unit/program-specific improvements that are linked to customer requirements. As a result of our focus, significant improvements are expected in our student accountability systems, grants management system, and cross-functional communication and collaboration.

Goals:

1. By June 30, 2019, implement the Arizona Education Learning Assessment System (AELAS) according to plan schedule, to provide teachers, school administrators, students, parents and policy makers information that can be used to inform both instruction in the classroom and policy decisions that will enhance opportunities for students to increase their achievement, as measured on PARCC (or district assessments), while reducing the administrative burdens on schools.
2. Increase efficiency and effectiveness of at least four (4) ADE processes and systems by July 1, 2015.

Objectives:

- a. Develop AELAS systems as planned for FY 2015 on time and within budget.
- b. By July 1, 2015, resolve 100% of federal audit findings within six months of receipt of federal audit report.

Strategic Issue #4 Build a Great Place to Work

We recognize that quality and high performance are achieved from full participation and partnership between staff and management. To that end, our commitment to build a great place to work is based on creating and sustaining a

supportive work culture that sets standards and accountability for cooperation, communication, customer-driven service, and continuous improvement.

Goals:

1. Achieve a 45% net top box percentage of staff rating ADE as an outstanding place to work by 2019.
2. By June 30, 2019, achieve gains in all of the four designated areas measuring progress toward building “a great place to work”.

Objectives:

- a. By July 1, 2015, increase to at least 26% the net top box percentage of staff rating ADE as an outstanding place to work (19.9% in 2013).
- b. By July 1, 2015, complete at least two cycles of ADE supervisor cohort academy to improve the quality of management and leadership as demonstrated by employee survey ratings for immediate supervisor level.
- c. Increase employee satisfaction ratings on effectiveness of ADE communication to 4.00 by July 1, 2015 (3.55 in 2013).
- d. By July 1, 2015, at least 60% of internal professional development opportunities will be listed in the PD catalogue for ADE staff.
- e. By March 1, 2016, increase employee ratings (or maintain at no lower than 4.00) on Supportive Work Environment.

Appendix A

Agency Performance Measures

Performance Measures	FY 2012 Actual	FY 2013 Actual	FY 2014 Est.	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.	FY 2018 Est.	FY 2019 Est.
#1: Percent of students meeting or exceeding AIMS standards								
Percent of all students meeting or exceeding Math standards	60%	61%	62%	PARCC Baseline				
Percent of all students meeting or exceeding Reading standards	77%	78%	79%	PARCC Baseline				
Percent of 3 rd graders meeting or exceeding Arizona standards for Reading	75%	75%	76%	PARCC Baseline				
Percent of all students in grade 10 meeting or exceeding Reading standards	80%	83%	84%	PARCC Baseline				
Percent of all students in grade 10 meeting or exceeding Math standards	60%	62%	63%	PARCC Baseline				
Percent of all students in grade 10 meeting or exceeding state Writing standards	70%	70%	71%	PARCC Baseline				
#2: Comparison between % of Arizona students and % of National students scoring at or above basic scores in NAEP Reading and Math assessments								
Arizona/National Grade 4 Reading (2011: 58%/67%)	NA	60%/67%	NA	65%/	NA	69%/	NA	75%/
Arizona/National Grade 4 Math (2011: 77%/82%)	NA	82%/83%	NA	84%/	NA	86%/	NA	88%/
Arizona/National Grade 8 Reading (2011: 71%/76%)	NA	72%/77%	NA	76%/	NA	80%/	NA	85%/
Arizona/National Grade 8 Math (2011: 68%/73%)	NA	69%/73%	NA	75%/	NA	79%/	NA	84%/
#3: Percent of students graduating high school in four years								
Percent of Arizona high school students who enter 9 th grade and graduate within 4 years. (Fiscal Year data represents class cohort from 1 year previous (i.e., FY 2011 = Class of 2010))	78%	77%	80%	82%	84%	85%	87%	88%
#4: College and Career Readiness*								
Percent of students in the current cohort deemed college and career ready	7%	7.4%	12%	18%	25%	32%	50%	55%
#5: Highly Effective Teachers								
Percent of teachers determined to be "Highly Effective", as self-reported by districts/charters	31%	Data NA until January 2014	Establish new baseline	New Baseline + 1	New Baseline + 2	New Baseline + 3	New Baseline + 4	New Baseline + 5
#5: Adult Education								
Percent of learners age 16 and over who achieved their goal of earning a High School Equivalency diploma	57%	58%**	***	****	Baseline +1	Baseline +2	Baseline +3	Baseline +4
Percent of learners age 16 and over who achieved their learning goals	57%	59%**	59%	59%	60%	60%	61%	61%
#6: Career and Technical Education (CTE)								
Percent of CTE Program concentrators who passed the National Certification Assessment aligned with industry-recognized standards	0%	2.9%	3.5%	5%	7%	10%	14%	19%
Percent of students deemed CTE concentrators among all students in grades 9-12	5.66%	5.73%	5.85%	6.00%	6.25%	6.75%	8.00%	10.00%
#7: Percent of English Language Learner (ELL) Students Reclassified as Fluent English Proficient (FEP)								
Percent of students reclassified as FEP (33.5% in 2011)	31%	23.6%	Baseline +1	Baseline +2	Baseline +3	Baseline +4	Baseline +5	Baseline +6

Appendix A

Agency Performance Measures (continued)

Performance Measures	FY 2012 Actual	FY 2013 Actual	FY 2014 Est.	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.	FY 2018 Est.	FY 2019 Est.
#7: Customer Satisfaction								
Net top box***** rating of overall satisfaction with ADE services	1.1%	22.88%	24%	26%	28%	29%	30%	30%
Net top box***** percentage of employees rating ADE "Outstanding" as a "Great Place to Work"	12.3%	19.9%	20%	26%	30%	35%	40%	45%

* College and career ready determined by the number of students who graduate from high school within 4 years (based on the public HS graduation rates), the number who go directly to college (based on the college-going rates of recent HS graduates), the number who return for their second year of college (based on the first-year retention rates), and the number who graduate from college within 150% of program time (based on the graduation rates).

** Estimate; final data December 2013. *** Mid-FY2014 implementation of new GED Test will result in 6 months of old test + 6 months of new, more difficult test.

**** New baseline year determined by first full year of new GED Test that is aligned to AZCCRS

***** Percentage rating "Poor" will be subtracted from top percentage rating "Outstanding". 2012 rating determined by Arizona Superintendents, Business Officers & Charter Representatives responding to the Superintendent Survey. 2013 established a new baseline, recalculated to reflect aggregated overall satisfaction rating of ADE by diverse educators responding to 36, program-specific surveys.